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ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to dramatizing a story, fable, or folktale. It begins with reference to the particular content standard addressed in the package, the educational level of the package "partial primary"), and a summary statement of the content standard. It then describes the task associated with the student performances: create a group play, developing an animal character through movement, sound/rhythm, voice, costume, and props. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

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ED 460 413

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Example Performance Package
Minnesota Profile of Learning

Content Standard: Arts: Artistic Creativity, Performance and Expression **Level:** Partial Primary

Title of Package/Activity: Dramatizing a Story, Fable or Folktale

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Summary Statement of Content Standard:

Create and describe a variety of artistic works.

Description of Student Performances:

Task 1: Create a group play, developing an animal character through movement, sound/rhythm, voice, costume, and props. Reflect on use of each element to portray the animal character and on overall performance.

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3 - Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

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CS 510 088

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EXAMPLE PERFORMANCE PACKAGE TASK 1
Dramatizing a Story, Fable or Folktale

Content Standard: Arts: Artistic Creativity, Performance and Expression **Level:** Partial Primary

Specific Statement(s) from the Standard:

What students should know:

1. Describe selected art works using the vocabulary of the art form
2. Describe similarities and differences between different art forms (visual art, music, dance, theater)

What students should do:

1. Use movement, sound and language to create images, express emotions and imitate animals, objects or shapes
2. Use elements of environment, costume and props to communicate story and character

Product(s):

- Activities and rehearsals focused on each of the following elements: movement, sound/rhythm and voice/language
- Costume
- Prop(s)
- Planning notes of character development
- Performance in a group play
- Reflection on final performance

Task Description:

Overview: Students will create a group play in which they develop an animal character through movement, sound/rhythm, voice, costume and props. Students will describe how they use each element to communicate about the character and, after the performance, will reflect on the overall effect.

1. In small groups, students choose a story, fable or folk tale that has animals as the main characters. After reading the story, students identify the time, setting and characters of the story and list the main events of the beginning, middle and end of it. This information may be developed as a group and should be checked for accuracy and completeness before students begin work on the play. (This may be recorded on a note-taking matrix. See sample in Special Notes.)

2. Each student selects an animal character they will portray in the play. Additional characters may be added or be more developed to give each student a significant part to play. Students review the events of the play from the perspective of their character, noting the character's emotions. (This may be recorded on a note-taking matrix. See sample in Special Notes.)

3. As a group, students write a first draft of the play. (This can be in note form.) The play should follow the plot development of the story on which it is based and must include a conflict, a beginning, middle and end. Each student is responsible for developing their character's contribution to the dialogue. It is, however, a group writing process. As they write the play, students may begin to act it out.

Task Description, continued

Note that the script is only a draft. As students develop their character through movement, sound/rhythm, voice, costume and props, they may discover ideas for changing the script. Encourage this creative development.

4 In a class discussion, compare the similarities and differences between a book and a play. Highlight that theater is an art form in which other art forms are joined to communicate more about the story and the characters. Through a variety of practice and exploratory activities, students will develop the movements, sounds/rhythms, voice/language, costumes and props they will use to represent their character. These elements may be explored in any order. For each of the elements:

a. Provide opportunity for general exploration of the element. For example, have students use movements to convey a variety of emotions or to tell simple stories. (See Special Notes and Resources for suggestions for each element)

b. Have students apply the general principles to their animal character. For example, after working with movement, students move as their animal would in a variety of situations outside of the context of the play.

c. Have students plan how they will use the element in the play. This will include a reflection on how use of this element will tell the audience more about their character, the character's emotions, and the events of the play. (This may be recorded on a note-taking matrix. See sample in Special Notes.)

d. Give on-going feedback to students. Circulating among students as they work, you may assess students' use of each element. The final performance is the time in which you can see how the students bring all the elements together into a complete character portrayal.

Each element should be used to give the audience more information about the character portrayed, the character's emotions, and the events of the play. In addition:

- **Movements:** should be representative of the animal's character. Movements may be similar to the animal's natural movement or may imaginatively represent the animal's character.

- **Sounds/Rhythms:** students may choose from a variety of rhythm instruments such as wood blocks, rhythm sticks, triangle, bells, and cymbals. Each student needs to develop the sound/rhythm for their own animal character. For the performance, however, the rhythm will be played by another student. Students from one group will pair up with students from another group teach their representative rhythm to a partner from the other group. In the final performance, the representative rhythm will be played by the partner each time the animal character speaks. This should be done quietly in the background so as not to overshadow the animal character's speaking voice. Students will need time to practice this. Students are to be assessed on the rhythm they created, not the one they perform.

- **Costumes:** Costume design should reflect previous knowledge of visual arts elements (line, color, etc.). The costume can be a realistic representation or an imaginative interpretation of the animal's appearance. The result, however, should be that the audience can identify the animal. To provide equal opportunity for all students, costumes should be created from materials that are provided for the students, and not brought from home.

- **Props:** Props may be either a realistic or an imaginative representation of the item. Props used should clearly relate to the action of the play or illuminate a quality of the character. (Think, for example, of Mary Poppins' carpet bag. Like Poppins herself, it contains more than meets the eye.)

Task Description, continued

5. Using materials provided, students create a simple set or background for their play. This may be either a realistic or an imaginative representation of the story's setting. It need not be overly elaborate. The set should enhance the performance of the play rather than detract from it. Sometimes less can be more.

6. As a group, students rehearse their play and perform it for an audience. If possible, video tape the performances for student viewing and reflection.

7. Students reflect on their performance in the play either in writing or verbally. (A form for written responses may be helpful. Verbal responses may be taped for later review.) Reflections should include use of theater vocabulary and should answer the following questions:
   - How did you use the different theater elements (movement, sound/rhythm, voice/language, costume and props) to portray your character?
   - In theater, visual arts, music and dance can all be used to reinforce and expand upon the messages and meaning being acted out by the actors. How were the art forms used in similar and different ways to tell the story and show the emotions of the characters?
   - Overall, how did the play go?
   - What were your contributions to the development, rehearsal and performance of the play?

Special Notes:

Resources
Cresci, Maureen McCurry. Creative Dramatics for Children.
Good Apple Guide to Creative Drama.
Polette, Nancy. Exploring Themes in Aesop's Fables and Picture Books.
Salisbury, Barbara. Theatre Arts in the Elementary Classroom.
Spolin, Viola. Theater Games for the Classroom.
Thistle, Louise. Dramatizing Aesop's Fables.
Any collection of folktales or animal stories from around the world.

Emotion
Tell students they will have to use their imaginations and act out several situations. After acting out each situation, the students will need to discuss how it felt as they used their imaginations and did the acting. It is important that students realize that by acting out a situation, they feel the emotion.

Imagine:
1. celebrating a championship win for a team on which you play.
2. walking alone down a dark alley late at night in a strange city.
3. giving an inspiring speech about something you think is very important to hundreds of people.
4. discovering your purse or billfold has just been stolen.
5. smelling smoke coming from the kitchen or some other room in a house.
6. telling your parents you were responsible for breaking a lamp when your sister actually broke it.
7. trying to feed a baby who does not want to eat.
8. seeing a monster approaching.
9. winning or losing a ball game.
10. being stuck on a deserted island.
11. discovering a flying saucer.
12. hiding from giant killer ants.
13. landing on Mars.
14. being stuck in an elevator with no way out.

Special Notes, continued

Movement: Animals
The teacher asks students to "Show me a":

1. mischievous monkey
2. ferocious lion
3. timid mouse
4. slithering snake
5. proud peacock
6. nosy pecking hen
7. playful puppy
8. sleepy turtle
9. waddling duck
10. lazy cow

Movement: Pantomime
Demonstrate an example of good detail in pantomime. For example: first quickly pretend to throw water in face and towel dry. Then pretend to look in the mirror and proceed to carefully wash face, putting in as much detail as possible. Then ask the students which of the two was most easily understood.

Explore pantomimes people use in real life by acting out simple pantomime gestures in a whole group.

For example:

A. Stop (Arm straight out in front with palm up)
B. Smell a garbage can (Wrinkling up nose or holding nose)
C. Cold (Shivering with crossed arms)
D. Yes (Nodding head up and down)
E. No (Shaking head from side to side)
F. Bad tasting medicine (Sticking tongue out and making face of disgust)
G. I don't understand (Furrowing brows into a quizzical look)
H. I hear a beautiful sound (Cup hand around ear and get a bright look on face)
I. I smell a fresh-baked pie (Pleasant look on face as you sniff the air)
J. I taste chocolate cake (Tongue licks lips as you rub your stomach with a happy look on face)

Movement: Walking Pantomime
Explain to students that their pantomimes will be more interesting if they use their imaginations to come up with creative, unique things to do. Students can practice by acting out walking pantomimes. Pretend you are walking:

- barefoot through mud. Feel the mud ooze through your toes.
- through dew-covered grass. Choose either being barefoot or in your Sunday best shoes that you are not supposed to get wet. This is your choice. Acting is about making choices.
- through a swamp. Think about what you find in a swamp--mosquitoes, alligators, quicksand, murky water, humid hot air, high grass, rotting stumps. Act out encountering some of those things.
- on the moon in a space suit. You are weightless.
- through a large bowl of whipped cream. You must eat as you go, but do not make any noise.
- through a jungle of person-eating plants.
- through a desert looking for water.
- across a brook on slippery, smooth stones. The water is rising.

Special Notes, continued

Movement: Everyday Tasks Pantomime
Ask the students to do simple everyday activities in pantomime that is clear, focused, believable or natural, and is interesting and creatively unique. Pretend you are:

- brushing your teeth.
- getting dressed in the morning.
- washing your dog.
- walking the dog.
- washing a window.
- sweeping the floor.
- setting the table.
- mixing up a batch of cookies.
- arranging flowers in a vase.
- gathering twigs for a fire.
- raking leaves on the line.
- skipping rope.
- eating an ice cream cone, lollipop, or a banana.
- building a house with blocks.
- dusting the table, books in a bookcase.
- bouncing a new ball.
- writing a letter, sealing, stamping, and addressing it.
- shoveling snow.
- playing with a yo-yo.
- practicing swinging a baseball bat or serving with a tennis racket.

Movement: Conflict
Discuss the definition of "conflict." Most stories the students have read have a conflict or a problem. This is also true of most plays. Pantomime is also much more interesting if there is a conflict.

Demonstrate eating a hamburger. Then do it again but this time pretend you spill some of the ketchup in the hamburger on your shirt and act upset. Now ask the students which was the most interesting. (The students *should* choose the pantomime with the problem.) Ask students to brainstorm other problems that could occur when they eat a hamburger. Now tell them they will act out some simple pantomimes that have clear details, stay focused, are believable or natural, and have a conflict which makes them interesting. Encourage students to be creative and use their imagination. They might pretend they are:

- combing their hair in the mirror
- sewing on a button
- fishing and trying to catch a fish.

Sound
See Performance Package, Marvelous Music for information on teaching and assessing representational rhythms and melodies.

Voice/Language: Improvisation
1. Ask the students to choose a partner. One student will be number 1 and the other student will be number 2. The number 1's will say to the number 2's, "Today is Tuesday..." Then the number 2's respond and the conversation begins. Let them go for about one minute. Then number 2 begins and says, "I finally got my wish..." to which number 1 responds and the improvisation begins. Students alternate on the following phrases:

- "Yesterday I ate seventeen daisies..."
- "Did you hear what happened to Amy..."
- "Tomorrow I need to clean my room..."
- "Did you hear that aliens landed in our back yard?"
- "My mother just doesn't understand about..."
- "I can't believe you just said that..."

Special Notes, continued

2. Ask students to choose a partner. Give the student partners a situation or allow the student partners to choose or make up a situation. They will have ten seconds to discuss and then will improvise the scene. Students should be encouraged to perform in front of the class.

   Suggested situations:
   1. Shoe salesman tries to sell a pair of too small shoes to a customer.
   2. Window washers are on the fiftieth floor and can't get down.
   3. Parent is upset with his or her child for misbehaving in the back seat of the car.
   4. Used car salesman tries to sell a customer a " junky" car.
   5. A dentist tries to work with a difficult patient who will not open his/her mouth.
   6. A doctor has to explain a serious illness to a patient who is worried.
   7. A parent has to tell his/her child that he/she can't find their pet.
   8. Two siblings are arguing over who has to pick up the toys.
   9. A hairdresser cuts a person's hair too short.
   10. Two people are fishing and one catches a giant fish.

3. Have the students do one of the above improvisations in "gibberish." This can be a whole class activity. Explain that "gibberish" is a made-up language where you need to use a lot of pantomime. Students may feel a little timid when they first do this exercise because it is such a new experience. That is why it is better to do this with everyone. The teacher might have to demonstrate how to let go and make up a language.

4. Ask students to assume their "animal characters" and in their groups to come up with an improvisation. The improvisation should be one minute in length, and have clear, believable, focused characters. Each group should have about a minute to talk about a possible scene and then must begin the improvisation. The teacher will assess how each student interacts and portrays his or her "character. "The teacher may want to videotape the improvisations to view again or to view with the students.

Voice: Animals
Discuss how animal characters in some movies may look like animals but sound more like humans. Ask them how a puppy might sound in a movie. Invite students to create a puppy dog "voice" and talk to another student in their puppy voice saying, "Hi, how are you?"

Continue to work in pairs and ask students to change their voices and talk like a proud peacock, a timid mouse, a sleepy turtle, and finally a slithering snake. (The teacher may want to demonstrate the snake voice by putting a "s" in front of each word.) For each new animal, have the students repeat the sentence, "Hi, how are you?"

Visual Arts
Students should use visual arts elements (line, shape, and the use of color) as they design and create their costumes and props.

EXAMPLE PERFORMANCE PACKAGE TASK 1
Dramatizing a Story, Fable or Folktale

Sample From #1: Student Notes and Feedback

(Note: when constructing form, allow for enough room for student and feedback notes)

Story: Character:

Time: Setting:

		Beginning	Middle	End
Plot/Main Events	Description			
	Feedback			
Emotions	Description			
	Feedback			
Movement	Plan Reasons			
	Feedback			
Sound and/or Rhythm	Plan Reasons			
	Feedback			
Voice	Plan Reasons			
	Feedback			
Costumes	Plan Reasons			
	Feedback			
Props	Plan Reasons			
	Feedback			

Sample Form #2: Teacher's Ongoing Assessment of Theater Elements

Student Name	Date	Observations	Feedback Given
Emotions			
Movement			
Sound and/or Rhythm			
Voice			

EXAMPLE PERFORMANCE PACKAGE TASK 1
Dramatizing a Story, Fable or Folktale

FEEDBACK CHECKLIST FOR TASK 1

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
_____	Movements are clear and detailed.	_____
_____	Movements clearly represent or interpret a character and his/her emotions.	_____
_____	Sounds/rhythms suggest the mood, emotions and actions of the character.	_____
_____	Voice clearly represents or interprets the character and his/her emotions.	_____
_____	Language used is appropriate for the character.	_____
_____	Costume clearly represents or interprets the character, using the materials given.	_____
_____	Props are used to support the action of the play or develop the character.	_____
_____	Planning includes clearly defined reasons for use of each element.	_____
_____	Final performance includes consistent use of the following elements to represent or interpret the character and his/her emotions: • movement • sound/rhythm • voice/language • costume • props.	_____
_____	Character representation contributes to the overall presentation of the play.	_____
_____	Reflection includes use of theater vocabulary.	_____
_____	Description of character portrayal is detailed and accurate for each of the theater elements: • movement • sound/rhythm • voice/language • costume • props.	_____

EXAMPLE PERFORMANCE PACKAGE TASK 1
Dramatizing a Story, Fable or Folktale

Student		Teacher
_____	Discussion of similarities and differences between the different art forms used is clear and supported by evidence from the play.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed)